**Quantitative Dataset**

**Employability of Youth Focus Project Level 1 graduates within the Wholesale and Retail sector, Western Cape, South Africa.**

**4.3.1 Biographical Information**

**(a) Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.2: Gender of the respondents** | | | | | |
| Valid | Gender | Frequency | Percent | Valid Percent | Cumulative Percent |
| Male | 18 | 50.0 | 50.0 | 50.0 |
| Female | 18 | 50.0 | 50.0 | 100.0 |
| Total | 36 | 100.0 | 100.0 |  |

**(b) Population group**

**Table 4.3: Population Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Valid | Population Group | Frequency | Percent | Valid Percent | Cumulative Percent |
| Black | 16 | 44.4 | 44.4 | 44.4 |
| Coloured | 20 | 55.6 | 55.6 | 100.0 |
| Total | 36 | 100.0 | 100.0 |  |

**(c) Age range**

**Table 4.4 Age range**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Valid | Age group | Frequency | Percent | Valid Percent | Cumulative Percent |
| 19-21 years | 19 | 52.8 | 52.8 | 52.8 |
| 22-25 years | 17 | 47.2 | 47.2 | 100 |
| Total | 36 | 100.0 | 100.0 |  |

**(d**) **Level of education**

**Table 4.5: Highest level of education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Valid | Highest level of Qualification | Frequency | Percent | Valid Percent | Cumulative Percent |
| Grade 9 | 21 | 58.3 | 58.3 | 58.3 |
| Grade 10 | 13 | 36.1 | 36.1 | 94.4 |
| Grade 11 | 1 | 2.8 | 2.8 | 97.2 |
| Grade 12 | 1 | 2.8 | 2.8 | 100.0 |
| Total | 36 | 100.0 | 100.0 |  |

|  |
| --- |
|  |

**4.3.2 Youth Employability**

**Item 1a: There are employment opportunities upon completing Level 1 of the YFP learnership programme.**

**Figure 4.1: Employment opportunities**

**Item 1b: I obtained employment in the W&R sector after completing Level 1 of the YFP learnership programme.**

**Figure 4.2: Employed within the W&R sector**

**Item 1c: I obtained employment within a different sector after completing Level 1 of the YFP learnership programme.**

**Figure 4.3: Employed within another sector**

**Item 1d: I am self-employed.**

**Figure 4.4: Self employed**

**Item 1e: I am currently unemployed.**

**Figure 4.5: Unemployed**

**4.3.3 Skills Development**

**Item 2f: I progressed to the next level (Level 2) of the YFP learnership programme at this TVET college.**

**Figure 4.6: Progression to YFP (L2) at the same TVET.**

**Item 2g: I progressed to the next level within a different programme at the same TVET college**

**Figure 4.7: Progression to a different programme at the same TVET college**

**Item 2h: I progressed to Level 2 within a different programme at another TVET college.**

**Figure 4.8: Progression to a different programme at another TVET.**

**Item 2i: I did not study further at any TVET college.**

**Figure 4.9: No further study**

**Item 2j: I continued my skills development at my present workplace.**

**Figure 4.10: Skills development**

**4.3.4 Youth Focus Project Curriculum**

4.3.4.1 Language, Literacy and Communication

**Item 3k:** I can communicate effectively within different communication situations.

**Figure 4.11: Effective communication**

**Item 3l: I can use verbal and non-verbal communication codes effectively in appropriate situations.**

**Figure 4.12: Use of communication codes**

**Item 3m:** I found the Communication Literacy module useful.

**Figure 4.13: Communication module useful**

4.3.4.2 Mathematical Literacy

**Item 3n:** I can use numbers appropriately in everyday life situations.

**Figure 4.14: Can use numbers**

**Item 3o:** I can identify data in everyday life situations.

**Figure 4.15: Data identification**

**Item 3p:** I found the Mathematical Literacy module useful.

**Figure 4.16: Mathematical Literacy module useful**

4.3.4.3 Life skills

**Item 3q:** I can make informed choices to maintain a healthy lifestyle.

**Figure 4.17: Can make informed choices**

**Item 3r:** I have acquired knowledge to maintain positive relationships.

**Figure 4.18: Can maintain positive relationships**

**Item 3s:** I found the Life Orientation module useful.

**Figure 4.19: Life orientation module useful**

4.3.4.4 Wholesale and Retail

**Item 3t:** I am able to use the knowledge that I gained from the W&R module.

**Figure 4.20: Knowledgeable about W&R**

**Item 3u:** I am familiar with and can use W&R terminology within context.

**Figure 4.21: Wholesale and retail terminology**

**Item 3v:** I am able to use the skills that I acquired from the W&R module.

**Figure 4.22: Skilled in W&R**

**Item 3w:** I found the W&R module useful.

**Figure 4.23: Wholesale and retail module useful**

**Item 3x:** I benefitted from the YFP Level 1 programme that the TVET college offers.

**Figure 4.24: Benefitted from the YFP L1**

**Item 3y:** I would encourage other at-risk learners to enrol for the YFP learnership programme.

**Figure 4.25: I would encourage others to enrol for the YFP.**

**Item 3z:** **The YFP Level 1 training adequately prepared me to work in the W&R sector.**

**Figure 4.26: YFP L1 adequate preparation for work in W&R sector**

**4.6 Qualitative Dataset**

**4.6.1 Youth employability**

**Table 4.6: YFP L1 graduates employed in the W&R sector**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: What is your current job position? | | | |
| Frequency of responses | Respondents’ answers | Sub-themes | Theme |
| 9 | Respondent 3: “employed as a cashier at Markham’s”.  Responded 5: “fashion consultant and till operator”.  Respondent 11: “customer service consultant”.  Respondent 13: “security guard”.  Respondent 14: “cashier”.  Respondent 21: “salesperson”.  Respondent 22: “cashier”.  Respondent 23: “merchandiser”.  Respondent 27: “stores person”. | EMPLOYED | YOUTH EMPLOYABILITY |
| 19 | Responded 2: “I was employed as a merchandiser, but contract ended in December 2020”.  Respondent 7: “I was a cashier but lost my job due to Covid 19”.  Respondent 8: “not working”.  Respondent 9: “do not work”.  Respondent 16: “not working”.  Respondent 17: “no job”.  Respondent 18: “no job”.  Respondent 19: “no job”.  Respondent 24: “unemployed”.  Respondent 25: “unemployed”.  Respondent 26: “unemployed”.  Respondent 28: “none”.  Respondent 29: “none”.  Respondent 30: “not working”.  Respondent 31: “currently none”.  Respondent 33: “not employed”.  Respondent 34: “a packer until December 2020”.  Respondent 35: “not yet working”.  Respondent 36: “I am not working”. | UNEMPLOYED |

**Table 4.7: YFP L1 graduates employed in other sectors**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: What is your current job position? | | | |
| Frequency of Responses | Respondents’ opinions | Sub-themes | Theme |
| 3 | Respondent 4: “communication coordinator in the media industry”.  Respondent 15: “driver”.  Respondent 20: “receptionist”. | EMPLOYED | YOUTH EMPLOYABILITY |
| 1 | Respondent 10: “was a supervisor for a cleaning company”. | UNEMPLOYED |

**Table 4.8: Business ownership**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: What business do you own? | | | |
| Frequency of Responses | Respondents’ opinions | Sub-theme | Theme |
| 2 | Respondent 6: “I have my own mobile barber which is a side-thing”.  Respondent 12: “a clothing shop”. | ENTREPRENEURSHIP | YOUTH EMPLOYABILITY |

**Table 4.9: Reason for being unemployed**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: Why do you think you are unemployed after completing the YFP Level 1 learnership programme? | | | |
| Frequency of Responses | Respondents’ opinion | Sub-theme | Theme |
| 8 | Respondent 1: “I am employed part time because I am still studying”.  Respondent 24; “currently studying”.  Respondent 28: “because I applied to study further”.  Respondent 29: “currently studying”.  Respondent 30: “currently studying”.  Respondent 31: “I have not looked for a job yet because I am currently studying”.  Respondent 32: “no, I don’t think I am unemployed, I am still studying”.  Respondent 34: “I applied for another course at CCT”. | STUDYING | YOUTH EMPLOYABILITY |
| 10 | Respondent 2: “It is because the contract ended”.  Respondent 7: “Due to Covid 19 many people lost their jobs. I was part of those people”.  Respondent 8: “no jobs on the market due to corona”.  Respondent 10: “unemployed due to Covid 19.”  Respondent 16: “can’t find job”.  Respondent 19: “there are no jobs on the market”.  Respondent 25: “lack of jobs”.  Respondent 26: “company closure due to Covid 19.”  Respondent 33: “lack of employment opportunities and also lockdown”.  Respondent 36: “lack of jobs in SA”. | GENERAL LACK OF JOBS / COVID 19 |
| 4 | Respondent 6: “It was honestly a waste of a year, have no idea how it helped, because the next year I found out I could have gone straight to another campus and started at Level 2 without having to do this.”  Respondent 17: “no experience”.  Respondent 18: “I don’t know”.  Respondent 35: “maybe the working industry expected a higher qualification”. | OTHER |

**4.6.2 Skills development**

**Table 4.10: Programme currently enrolled for at the same TVET**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: What programme are you currently enrolled for? | | | |
| Frequency of Responses | Respondents’ opinion | Sub-theme | Theme |
| 5 | Respondent 4: “Information technology and computer science”.  Respondent 28: “Information technology”.  Respondent 29: “Information technology”.  Respondent 31: “Information technology”.  Respondent 32: “Information technology”. | INFORMATION AND COMMUNICATION TECHNOLOGY | SKILLS DEVELOPMENT |
| 2 | Respondent 6: “Finance, economics and accounting (FEA) NCV”.  Respondent 34: “Office Administration: NCV 3”. | BUSINESS STUDIES |

**Table 4.11: Programme currently enrolled for at another TVET**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: What programme are you currently enrolled for at another TVET? | | | |
| Frequency of Responses | Respondents’ opinion | Sub-theme | Theme |
| 2 | Respondent 1: “Office Administration: NCV 4”.  Respondent 24:” NCV 4 Business Studies”. | BUSINESS STUDIES | SKILLS DEVELOPMENT |
| 2 | Respondent 12: “mechanical engineering”.  Respondent 30: “spray-painting”. | ENGINEERING /TRADE |

**Table 4.12: Training programmes attended**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: List the training programmes that you attended. | | | |
| Frequency of Responses | Respondents’ opinion | Sub-theme | Theme |
| 6 | Respondent 2: “retail training programme”.  Respondent 14: “customer-care”.  Respondent 20: “customer-care”.  Respondent 21: “working in a pressurised environment and brand awareness”.  Respondent 23: “business etiquette”.  Respondent 27: “handling customer complaints”. | CUSTOMER CARE | SKILLS DEVELOPMENT |
| 2 | Responded 1: “I did not attend any training programme”.  Respondent 5: “nothing”. | NO TRAINING |
| 3 | Respondent 3: “basic computer course”.  Respondent 13: “safety and security”.  Respondent 22: “communication skills/attention to detail”. | OTHER |

**4.6.3 Youth Focus Project L1 curriculum**

**Table 4.13: Usefulness of the modules**

|  |  |  |  |
| --- | --- | --- | --- |
| Question: If not, explain why you did not find any of the modules useful | | | |
| Frequency of responses | Respondents’ opinion | Sub-theme | Theme |
| 35 | Language, Literacy and Communication Respondents 1,2,3,4,5,6,7,8,9,10,11,12,13,14, 15,16, 17,18,19, 20, 21, 22, 23, 24,25, 26, 27, 28,30,31,32,33,34,35,36 | USEFUL | YFP CURRICULUM |
| 34 | Mathematical Literacy  Respondents 1,2,3,5,6,7,8,9,10,11,12,13,14,15,16, 17,18,19, 20, 21, 22, 23, 24,25,27, 28, 29, 30, 31, 32, 33, 34, 35, 36 |
| 36 | Life Orientation  Respondents 1, 2, 3, 4, 5,6,7,8,9,10,11,12,13,14, 15, 16, 17, 18,19, 20, 21,22, 23, 24,25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35,36 |
| 34 | W&R  Respondents 1,2,3,4,5,6,7,8,9,10,11,12,13,14,16, 17,19, 20, 21, 22, 23, 24,25, 26, 27, 28,29, 30, 31, 32, 33, 34, 35, 36 |
| 1 | Respondent 29: “language barrier in Communication Literacy module”. | NOT USEFUL |
| 2 | Respondent 4:“I struggled with Mathematical Literacy at times”.  Respondent 26: “challenges understanding numbers”. |
| 2 | Respondent 15: “I am not using W&R knowledge in my work”.  Respondent 18: “I have no job, so I find the W&R module not useful”. |

**Table 4.14: Additional skills needed for the YFP L1 curriculum**

|  |  |  |  |
| --- | --- | --- | --- |
| aa) What skills should be added to the YFP L1 programme to improve graduates’ employability? | | | |
| Frequency of Responses | Respondents’ opinion | Sub-theme | Theme |
| 12 | Respondent 7: “how to handle different types of customers”.  Respondent 8: “problem solving skills”.  Respondent 10: “how to represent yourself towards customers e.g., attitude”.  Respondent 19: “effective communication skills”.  Respondent 21: “time management”.  Respondent 22: “how to work under pressure”.  Respondent 23: “problem solving skills”.  Respondent 25: “time management”.  Respondent 26: “good customer care”.  Respondent 27: “how to work in a busy place”.  Respondent 34: “admin skills for answering enquiries, etc.”.  Respondent 36: “time management”. | Soft skills | YFP CURRICULUM |
| 14 | Respondent 1: “management skills”.  Respondent 2: “retail management skills”.  Respondent 4: “there should be more practicals”.  Respondent 11: “more physical activity.”  Respondent 14: “computer skills”.  Respondent 16: “computers”.  Respondent 17: “computers”.  Respondent 20: “management skills”.  Respondent 24: “computer skills”.  Respondent 29: “do more practicals”.  Respondent 30: “IT skills”.  Respondent 32: “computer skills and programming”.  Respondent 33: “computer skills”.  Respondent 35; “computer skills”. | Hard skills | YFP CURRICULUM |
| 8 | Respondent 3: “I don’t think we need any more skills added to our workload”.  Respondent 5: “other sectors of learning not only based on W&R”.  Respondent 6: “don’t know”.  Respondent 15: “nothing”.  Respondent 12: “how to start own business”.  Respondent 13: “safety and security skills”.  Respondent 18: “don’t know”.  Respondent 31: “nothing”. | Other |

**Table 4.15: Additional subjects to improve the YFP L1 programme**

|  |  |  |  |
| --- | --- | --- | --- |
| bb) What subjects should be added to improve the YFP L1 programme? | | | |
| Frequency of Responses | Respondents’ opinion | Sub-theme | Theme |
| 15 | Respondent 4: “consumer studies”.  Respondent 7: “customer services”.  Respondent 8: “retail management”.  Respondent 12: entrepreneurship”.  Respondent 13: “customer care”.  Respondent 17: “business studies”.  Respondent 19: “business communication”.  Respondent 23: “basic retail selling.”  Respondent 25: “marketing management”.  Respondent 26: “public relations.”  Respondent 27: “sales management”.  Respondent 30: “customer care”.  Respondent 33: “business studies”.  Respondent 34: “office admin and business studies”.  Respondent 36: “retail management”. | Business related | YFP CURRICULUM |
| 8 | Respondent 2: “computer or office data processing”.  Respondent 14: “computer operations”.  Respondent 16: “computers”.  Respondent 20: “computers”.  Respondent 21: “computer operations”.  Respondent 22: “using point of sale system”.  Respondent 28: “information technology and electronics”.  Respondent 29: “information and communication technology”.  Respondent 32: “principles of computer programming”. | Information technology related |
| 12 | Respondent 1: “none”.  Respondent 3: “I think all they offered us was enough considering the circumstances”.  Respondent 5: “accounting, history and agricultural subjects”.  Respondent 6: “don’t know”.  Respondent 9: “Afrikaans”.  Respondent 10: “none”.  Respondent 11: “physical education”.  Respondent 15: “nothing”.  Respondent 18: “don’t know”.  Respondent 24: “social science”.  Respondent 31: “pure math”.  Respondent 35: “life sciences”. | Other |  |